

Program Evaluation Survey

CONTACT INFORMATION FOR THIS PROGRAM

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| 1. County | Stanislaus |
| 2. Program Name | Intensive Diversion/Early Action (IDEA) Program |
| 3. Mailing Address | 2215 Blue Gum Avenue, Modesto, CA 95358 |
| 4. Research Manager | Connie Brimm, Chief Deputy Juvenile Services |
| 5. Research Manager's Phone | 209-525-4505 |
| 6. Person Responsible for Data Tracking | Jill Silva, Supervising Probation Officer |
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| 8. Contract Researcher(s) | LTG Associates |

THE PROGRAM

9. Briefly describe interventions that will be used in this program.

Interventions to be included in this program will include: assessment; case planning; tiered case management; victim advocacy, restitution and reconciliation; mentoring, community service work; Youth Court; Neighborhood Accountability Boards, intensive family intervention and in-home services; parent education and family counseling; substance abuse counseling and treatment; mental health services and counseling; job skills development and job readiness preparation; remedial education and tutoring; and enhanced after school activities.

10. Briefly describe, in general terms, the expected beneficial effects of the program (especially the benefits as they relate to what you are going to measure; e.g., if the primary dependent variable is "grade point average," then the goal would be to improve the grade point average.

The expected benefits of this program will include: successful completion of all required program elements by the minor; reparation to the community and restitution to individual victim(s); successful completion of assigned community service; reduced substance use/abuse; elimination or reduction in gang involvement; improved school attendance, performance and conduct; improved family relationships; reduced family conflict/family violence; improved conflict and anger management abilities; reduction in recidivism/penetration into the justice system; and increased attention to minors early in their offending career to deter further criminal behavior.

11. Name and briefly describe the type of research design that you intend to use to determine whether or not this program produces the desired outcomes.

True experimental design.

12. Briefly describe the process evaluation research that you intend to conduct.

The process evaluation research will include: a) assessment of positive and negative changes in experimental group client risks; b) community empowerment and involvement through the development of citizen Neighborhood Accountability Boards; c) client satisfaction measurement for improvements in family relationships and parenting; d) assessment of whether the program operated as initially designed and did what it set out to do; and e) assessment of how well the program did what it said it was going to do.

COMPARISON GROUP

13. Will there be a comparison group?

Yes

14. If you answered 'no' to #13, how will the effectiveness of the program be evaluated?

N/A

15. Will the treatment and comparison group subjects be randomly assigned from the same pool of subjects?

Yes

16. If you answered 'no' to #15, what kind of comparison group will you use?

N/A

17. Briefly describe the process for identifying and assigning the comparison group subjects.

Minors cited to the Probation Department for criminal offenses by law enforcement will be screened at intake for eligibility based on the current criminal charge and prior record and neighborhood of residence (i.e., one of the three target areas).

18. List the criteria for participation that must be met by the comparison group subjects (e.g., age, probation status, gender). Next to each, list the level of the variable that will be used for subject selection (e.g., age 12 or higher, ward of the probation department, males).

Criteria for Comparison Group: Age: 11 - 17; Area of residence (one of the three target areas); Eligible for diversion; Medium risk within that 'eligible for diversion' classification.

19. List any other independent variables that you will be collecting for the comparison group (e.g., risk assessment score, legal history, grade point average, school attendance, drug use).

Number and kinds of interventions undertaken during program completion of interventions.

20. Will the comparison group be matched to the treatment group in terms of any variables?

No

21. If you answered 'yes' to #20, list the matching variables that will be used.

N/A

22. If you answered 'yes' to #20, briefly describe how the comparison group will be matched to the treatment group.

None

23. If you answered 'no' to #20, briefly describe why you believe that the treatment and comparison groups will possess the necessary comparability.

N/A

24. How many subjects will participate in the comparison group during the entire course of the program?

400

TREATMENT GROUP

25. Briefly describe the process for identifying and assigning treatment-group subjects.

Minors cited to the Probation Department for criminal offenses by law enforcement will be screened at intake for eligibility based on the current criminal charge and prior record and neighborhood of residence (i.e., one of the three target areas).

26. List the criteria for participation that must be met by the treatment group subjects (e.g., age, probation status, gender). Next to each, list the level of the variable that will be used for subject selection (e.g., age 12 or higher, ward of the probation department, males).

Criteria for Treatment Group: Age: 11 - 17; Area of residence (one of the three target areas); Eligible for diversion; Medium risk within that 'eligible for diversion' classification.

27. List any other independent variables that you will be collecting for treatment group (e.g., risk assessment score, legal history, grade point average, school attendance, drug use).

Number and kinds of interventions undertaken during program completion of interventions.

28. How many subjects will participate in the treatment evaluation research samples?

400

DESCRIPTION OF THE INTERVENTIONS

29. List the interventions that only the treatment group will receive (interventions that are not received by the comparison group). Next to each intervention, state in measurable terms, the goals of the intervention. For example, a goal might be: "to improve reading level of program participants."

Only the treatment group gets: Enhanced after school activities; Intensive family interventions, family counseling and in home services; Job skills development, job readiness; Mental health services and counseling; Substance abuse counseling and treatment; Neighborhood Accountability Board; Tiered case management; Mentoring; Remedial education and tutoring; and Victim advocacy and Victim Offender Reconciliation.

30. List the interventions that only the comparison group will receive (interventions that are not received by the treatment group).

Only the control group gets: Brief psycho-educational classes conducted by community based organization; Lecture and release -- case closed.

31. List the interventions that both the treatment and comparison groups will receive (i.e., in what ways, in terms of interventions, will the treatment and control subjects be treated in the same).

Both treatment and control groups get: Assessment/screening; Monitoring for completion of assigned interventions; Parent education classes; Substance abuse classes; Youth Court; Restitution Community; Service work.